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ABSTRACT

Three sets of standards for use in evaluating educational media programs are compiled in these guidelines: (1) Ohio Minimum Standards of the State Board of Education; (2) North Central Association of Colleges and Schools standards; and (3) American Association of School Librarians, American Library Association/Association for Educational Communications and Technology joint standards. Presented in column form with space for evaluation, sections are included for elementary, junior high-middle school and high school programs. Areas covered within each section are general duties, instructional obligations, and curricular involvement of the media specialist: professional and supportive staff; the collection; expenditures; and facilities. (KP)

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IR 004 687

ED138268

GUIDELINES FOR EDUCATIONAL MEDIA PROGRAMS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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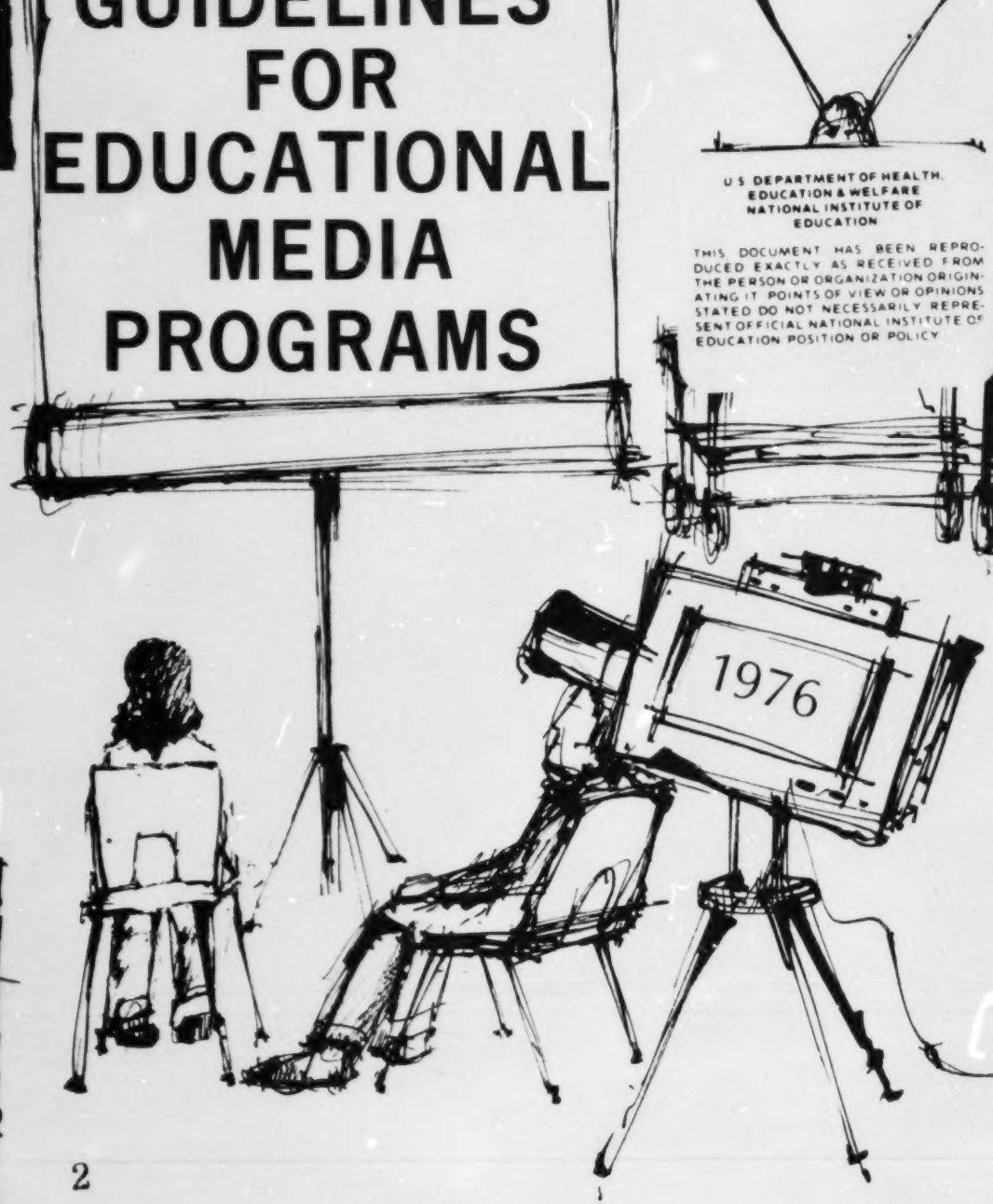
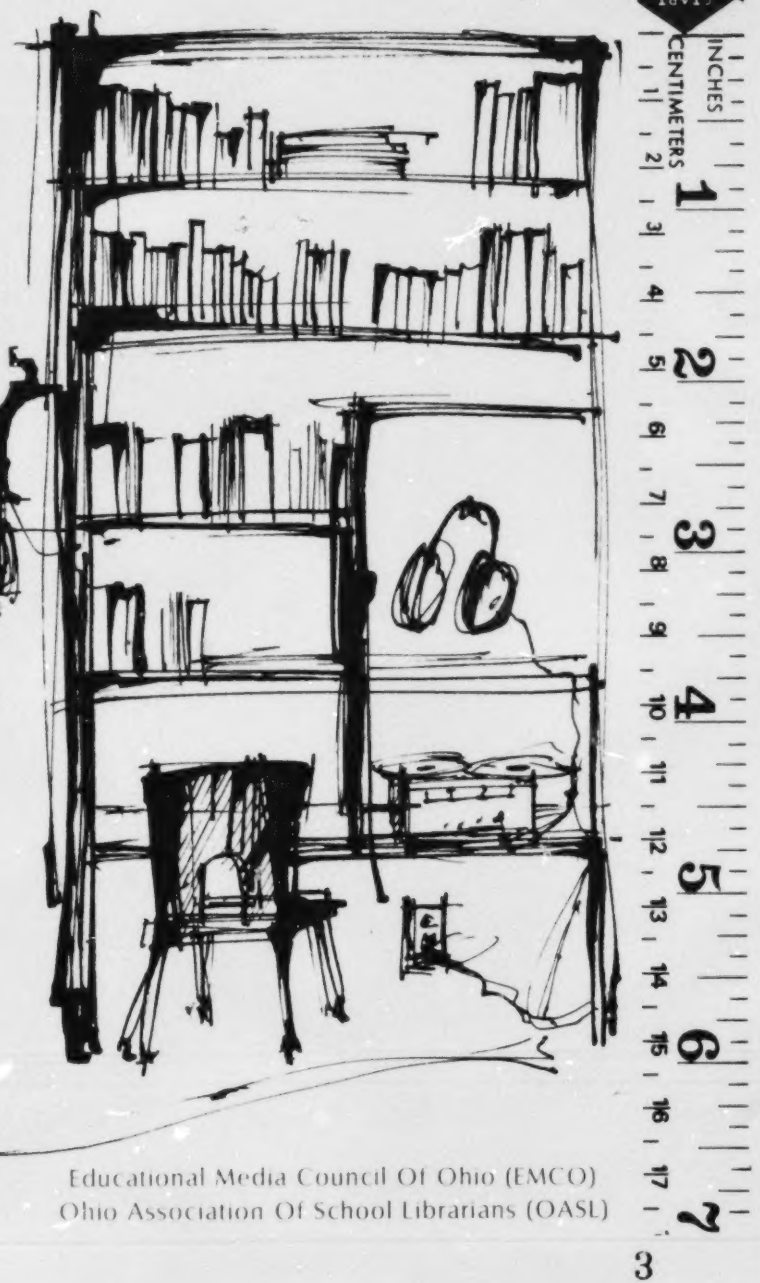


How Do You Measure Up?



Educational Media Council Of Ohio (EMCO)
Ohio Association Of School Librarians (OASL)

FOREWORD

As educators and citizens of the state of Ohio we are dedicated to providing schools and programs which will result in quality education for our children and youth. An integral component of the education process is continual evaluation. Proper evaluation must be designed to insure the maintenance and improvement of quality educational programs. The Educational Media Council of Ohio and the Ohio Association of School Librarians as professional organizations are dedicated to this end.

On the following pages are standards and guidelines which will facilitate evaluation of school media programs on all levels. It should be recognized that these standards are the minimum required by these accreditation agencies. In the first column are the Ohio Minimum Standards as set forth by the State Board of Education; in the second column are those of the North Central Association of Colleges and Schools; in the third column are the American Association of School Librarians, ALA/Association for Educational Communications and Technology joint standards. The fourth column is provided for self-evaluation. Note how your media program measures up to these three sets of standards.

We commend this document to you and hope that you will find "Guidelines for Educational Media Programs" a useful working tool. We wish you success in your quest for quality media programs.

Diane A. Ball, President
Ohio Association of School Librarians

Ross A. Fleming, President
Educational Media Council of Ohio

GUIDELINES FOR ELEMENTARY MEDIA PROGRAMS

	Ohio Department of Education. Minimum Standards for Ohio Elementary Schools. 1970	North Central Association. Policies and Standards for the Approval of Elementary Schools. 1975–1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
1 General Duties of the Media Specialist A Program Goals	EDb-401-05 (L) Assume responsibility for the media program management, services and materials. EDb-401-06 (H) Provide easily accessible publications for staff use. EDb-401-03 (F) Establish procedures so that facilities are available to pupils and teachers throughout the school day. EDb-401-06 (B) Establish an annual budget not to include textbooks, reference materials housed permanently in classrooms, television installations and subscriptions, or school supplies.	7.20 Plan a balanced collection of print, non-print, instructional/learning equipment and supplies adequate in quality and quantity to meet the needs of the children in all areas of the school's program. Pg. 25 Progress Criteria. Establish a committee of faculty representatives and administrators to give general direction to the learning materials program of the school. Pg. 25 Progress Criteria. Make available to all pupils, all learning materials. 7.70 Develop explicit procedures to insure optimal availability and use of all classroom instructional materials and equipment. 7.06, 7.07, 7.40 & 7.41 Make instructional materials center resources available to children and staff throughout the school day and throughout the school year. Pg. 22 Select and make available a wide variety of print and non-print, and manipulative materials which accommodate individual differences in children.	Pg. 7 & 13 Formulate and define the purposes of the school media program with proposed implementation and evaluation to achieve them. Pg. 8 Identify user needs for information. Pg. 7 Identify program priorities. Pg. 14 Develop budget criteria. Pg. 14 Operate the media center with procedures that further the goals of the school. Pg. 7 & 14 Establish media center policies which are flexible and encourage and support users in problem solving, interest fulfillment, and creative expression. Pg. 8 & 9 Establish access and delivery systems which provide maximum access to collections in the school and are appropriate to user needs. Pg. 7 Plan and re-order physical facilities to provide effective learning environments.	General Duties of the Media Specialist Program Goals

	Ohio Department of Education. Minimum Standards for Ohio Elementary Schools. 1970	North Central Association. Policies and Standards for the Approval of Elementary Schools. 1975–1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
B. Collection	EDb-401-06 (C). 401-03 (E 6) and pg. 87 Select and maintain books, reference, multi-media, and multilevel materials which are related to the curricular areas of the school program, the recreational interests of students, and meets individual differences and learning abilities. (See pages 110 & 111 for specific materials) EDb-401-06 (C & E) and pg. 86 Select and maintain instructional materials and equipment with consideration for the understanding of ethnic and nationality groups and which allows for multi-sensory approaches to meet individual differences. EDb-401-06 (D) Classify and catalog in one dictionary-type catalog the collection according to nationally recognized systems. EDb-401-03 pg. 87 Classify, inventory, store, maintain, and distribute all types of media. EDb-401-03 (E 9), 401-06 (E), and 401-03 pg. 87 Utilize varied evaluation instruments and procedures with the teaching staff to evaluate the print and non-print collection, equipment and supplies, and use the results as guidelines to continually improve the collection. EDb-401-03 pg. 87 Develop a professional library for the teachers.	Pg. 22 Develop a print and non-print collection to meet the varied needs of, and to stimulate the interests of the children and the staff of the school. 7.32, 7.61 & 7.64 Develop with the professional staff a written selection and evaluation policy, which shall be approved by the board of education. 7.31 & 7.63 Select materials with consideration for appropriate treatment of racial, ethnic, cultural groups, and sex stereotyping. Pg. 25 Progress Criteria: Involve pupils in the selection of materials at their level of interest and understanding. Pg. 25 Progress Criteria: Solicit parental involvement in the selection of materials. 7.42 Classify and catalog the collection according to a nationally accepted system. 7.43 Maintain a list in a central catalog of all materials and equipment in the school which are related to the media program. 5.01 Provide for utilization of resources of the school's community. 7.13 Provide essential media services to children and faculty. 7.46 Maintain ongoing evaluation of the effectiveness of the program's organization, services, and resources.	Pg. 9 & 14 Develop and maintain a balanced, relevant collection which supports the school program. Pg. 8 Organize and index information. Pg. 8 Collect, organize and supply information on community resources. Pg. 8 Provide reference services to users. Pg. 8 Provide bibliographic service to users. Pg. 9 Provide access to information available from outside agencies including networks. Pg. 7 Work with students and teachers in evaluation, selection, and production of materials. Pg. 14 Maintain professional resources for teachers, informing them about new materials, and involving them in purchasing decisions. (Policies and Standards, etc. cont'd) 7.62 Evaluate periodically materials in terms of their adequacy for the children and the program of the school. 7.23 Plan and maintain a readily accessible professional library of pertinent print and multi-media materials.	Collection

	Ohio Department of Education. Minimum Standards for Ohio Elementary Schools. 1970	North Central Association. Policies and Standards for the Approval of Elementary Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
C. Other	EDb-401-03 pg. 87. Compile selective bibliographies and information about new and recently acquired materials. EDb-401-06 (F). Replace outdated instructional materials and worn out equipment. EDb-401-03 pg. 87. Create attractive displays of the center's materials. EDb-401-06 (G). Provide professional guidance in the production of instructional materials designed by the staff. EDb-401-06 (F). Maintain media materials and equipment in a good state of repair. EDb-401-09 (K). Plan space for multimedia learning materials and their use. EDb-401-05 (L-1). Train and supervise technicians, aides, and volunteers.	7.22 Plan for sufficient quantity and variety of instructional learning equipment to support the non-print collection. 7.71 Provide for proper maintenance and replacement of all materials and equipment.	Pg. 14. Perform ongoing evaluation in light of stated objectives and make program modification as needed. Pg. 9. Implement a public relations program. Pg. 14. Build a public relations program that communicates the role of the school media program and its contributions to the goals of the school. Pg. 14. Report to the district director, school administrator, teachers and students relative to the school media program. Pg. 9. Establish and maintain production services. Pg. 9. Provide for maintenance of materials, equipment, and facilities. Pg. 9. Develop educational specifications for new facilities when needed. Pg. 9. Supervise media personnel. Pg. 8. Consult with teachers regarding student progress and problems.	Other

	Ohio Department of Education. Minimum Standards for Ohio Elementary Schools. 1970	North Central Association. Policies and Standards for the Approval of Elementary Schools. 1975-1976	ALA-AECT. Media Programs Dis...t and School. 1975	SELF EVALUATION
2. Instructional Obligations of the Media Specialist	EDb-401-05-I (G) Plan inservice meetings to encourage professional growth in the uses of multi-media instructional materials. EDb-401-03 pg. 86 Provide group or individual instruction to pupils and teachers which enables them to understand, appreciate, and utilize with increasing effectiveness the varied kinds of resources and equipment. Pg. 145 Plan, design, and implement a program of library instruction and activities which follow the scope and sequence outlined on page 145. EDb-401-03 (E.4) Develop a plan for sound study habits and skills instruction. EDb-401-03 pg. 86 Provide instruction and activities in the use of materials and equipment which evolves from curriculum needs. EDb-401-03 pg. 86 Plan activities which emphasize availability of multiple resources of information, critical analysis, create awareness of literary forms, instill reading enjoyment, and stress effective utilization of multi-sensory materials. EDb-401-03 pg. 85 Plan the media program as an integral part of the total learning process. EDb-401-03 pg. 87 Plan instructional activities for active pupil participation and involvement with opportunities for practical applications of the information presented. EDb-401-03 pg. 86 Develop a curriculum guide to describe the sequential instruction in library and research skills. EDb-401-03 pg. 86 Develop instruction and activities sequentially from kindergarten with the cooperation of the principal and classroom teachers.	7.44 Develop a comprehensive plan to provide children and teachers with learning experiences in the use of all media. 7.08 Provide instruction in the use of the instructional/learning materials and other resources to all children and staff in the school. Pg. 22 Assist children and staff in the selection and effective use of various resources. (Minimum Standards, cont'd) EDb-401-03 pg. 87 Provide opportunity for instruction, browsing, free reading, and independent use of the resources and equipment in the center. EDb-401-03 pg. 87 Provide reading and information guidance for children and teachers.	Pg. 14 Conduct orientation and in service education in media for the school media staff and teachers. Pg. 8 Plan and provide instruction in the use of the media center and its resources. Pg. 8 Help users evaluate and select materials. Pg. 8 Provide guidance in use of resources in response to individual user needs, interests, and learning styles. Pg. 8 Promote functional knowledge of the variety of resources and approaches for obtaining information. Pg. 8 Develop user understandings of the strengths and limitations of various presentation forms. Pg. 8 Assist users in the techniques of finding, using, abstracting, translating, synthesizing and evaluating information. Pg. 8 Help students develop competencies in listening, viewing, reading and other communication skills, attitudes and appreciations. Pg. 8 Help students develop good study habits and techniques, acquire independence in learning, and gain skill in critical thinking.	Instructional Obligations of the media specialist

	Ohio Department of Education. Minimum Standards for Ohio Elementary Schools. 1970	North Central Association. Policies and Standards for the Approval of Elementary Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
3. Curricular Involvement of the Media Specialist	EDb-401-05 (Ja). Participate on staff councils in the deliberation of the selection, use, and evaluation of textbooks and learning materials. EDb-401-05-I (J). Assist teachers with the selection of appropriate uses of learning materials. EDb-401-03 (F). Provide multi-media services organized to contribute to the total educational program. EDb-401-05 (Jb). Develop curricular materials. EDb-401-03 pg. 87. Assemble unit materials in a variety of media for teachers. EDb-401-03 (E-8). Adapt instructional procedures to meet individual differences. EDb-401-05 (J). Display and demonstrate the use of new learning materials. EDb-401-07 (B-5). Involve contributions of people, places of interest, and community resources in instruction.	Pg. 22 & 7.7. Assist in cooperative staff selection of classroom-unique instructional/learning materials and equipment which support the curriculum and the instructional program of the school. 7.30 & 7.61. Coordinate the selection of instructional materials, center materials, and equipment with the assistance of the school's professional staff and based on staff approved criteria. 6.11. Support learning activities as required by individual student needs. 6.15. Coordinate instructional materials and equipment with learning activities. Pg. 22. Coordinate child and staff utilization of the school's supply of instructional learning materials and equipment. 7.45. Provide guidance for staff and students in designing and producing instructional learning materials.	Pg. 7. Serve as instructional resources consultant and materials specialist. Pg. 7. Participate in curriculum development and implementation. Pg. 13. Participate in instructional design course development and the creation of alternative modes of learning. Pg. 13. Plan media program activities and integrate them with other programs of the school. Pg. 14. Initiate and provide program activities that respond to curricular goals on a day-by-day basis. Pg. 7. Identify teaching and learning strategies. Pg. 7. Determine effectiveness or validity of instructional materials and sequence. Pg. 7. Recommend media applications to accomplish specific instructional purposes. Pg. 7. Design multi-media presentations. Pg. 14. Provide opportunity for discovery and exploration independent of or beyond the stated curriculum. Pg. 7. Develop materials for self-instructional use by learners for specified objectives. Pg. 8. Translate information from one presentation form to another through production of materials. Pg. 14. Provide expertise in production suitable at the school level.	Curricular Involvement of the Media Specialist
	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED	

Ohio Department of Education, Minimum Standards for Ohio Elementary Schools, 1970

I. Staff

A. Professional

Standard EDb-401-05 (L)

Each elementary school shall have the services of a certificated person responsible for the multi-media program (print and non-print materials). Non-certificated persons shall be under the supervision of an appropriately certificated person.

B. Supportive

Standard EDb-401-05 (M)

Teachers aides and technicians shall be trained for ancillary duties. Their work shall be supervised by certificated staff members.

North Central Association, Policies and Standards for the Approval of Elementary Schools, 1975 - 1976

7.10 Responsibility for the development and the operation of the program shall be placed under the direction of a qualified (professional) media specialist.

7.11 Media specialists in the elementary school shall meet state certification requirements.

7.12 The School shall provide qualified professional media specialist according to the following ratios:

Enrollment	Number of Media Specialists
Fewer than 400 children	At least one half-time specialist (professional)
400 children or more	At least one full-time specialist (professional)

7.13 In order to permit the media specialist to provide essential professional media services to children and faculty, sufficient clerical and para-professional help shall be provided.

7.44 A comprehensive program shall be developed to provide children and teachers with learning experiences in the use of all media.

7.45 The school shall provide equipment, materials, space, and professional guidance for the staff and students in designing and producing instructional/learning material.

ALA-AECT, Media Programs District and School, 1975

Pg. 33 The professional staff, consisting of the head of the school media program and other media personnel as needed, is sufficient in number and variety of competencies to ensure that the media program is planned carefully and implemented fully; that resources for teaching and learning are selected wisely and are made easily accessible; and that individualized media services to include students and teachers are provided in optimum measure.

Pg. 34

School Enrollment	Professional Staff		
	Head of Media Programs	Additional Media Professionals	Subtotal
250	1	0	1
500	1	0-1	1-2
1000	1	2-3	3-4
1500	1	3-5	4-6
2000	1	4-7	5-8

Pg. 35

Support Staff		Total Staff	
Media Technicians (a) (b)	Media Aides	Subtotal	
1	1	2	3
1-2	2-3	3-4	4-7
3-5	3-5	6-8	9-12
4-6	4-6	8-12	12-18
5-8	5-8	10-16	15-24

(a) The balance of media professionals with specialized competencies to technicians depends somewhat on the quality of the support staff.

(b) The number of media technicians is influenced by services provided from the district media program and by the program emphasis within the school.

SELF EVALUATION

Staff

Professional:

Supportive:

GUIDELINES FOR ELEMENTARY MEDIA PROGRAMS

II. Collection (General)
A. Books

Ohio Department of Education, Minimum Standards for Ohio Elementary Schools, 1970

(C) Each school shall have media materials, equipment and supplies to facilitate a wide variety of instructional uses at appropriate times by the children and staff.

(D) The collection of media materials shall be classified and catalogued according to nationally recognized systems.

(E) Print and audio-visual materials shall be selected with consideration for the understanding of ethnic and nationality groups.

(F) There shall be evidence that all media materials and equipment are in a good state of repair and that outdated instructional materials and worn-out equipment are replaced.

EDb-401-06 (C 15)
(Interpretative Section)

Level I

300 or less	10 books per pupil
301-499	3000 volumes plus 5 books per pupil over 300 pupils
Over 500	4000 volumes plus 3 books per pupil over 500 pupils

Level II

Books 6000 - 10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater.

North Central Association, Policies and Standards for the Approval of Elementary Schools, 1975 - 1976

7.20 The program shall consist of a balanced collection of print materials, non-print materials, and instructional/learning equipment and supplies adequate in quality to meet the needs of the children in all areas of the school's program.

7.21 The minimum book collection shall be 2,000 volumes, exclusive of textbooks, or 10 volumes per child, whichever is larger.

7.30 The professional staff of the school, under the leadership of the media specialist, shall assume the responsibility for the selection of materials and equipment for the media program.

7.31 All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, and cultural groups and the avoidance of sex stereotyping.

7.32 There shall be written policies, approved by the board of education, concerning the criteria to be used in the selection and evaluation of instructional/learning materials for the media programs.

ALA-AECT, Media Programs District and School, 1975

Pg. 70 Base collection in the school; 8000 - 12,000 volumes or 16 - 24 per user.

The collection provides for subject, interest, and reference coverage, multiple reading and maturity levels in each subject area, and representation of varying points of view. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. Sufficient duplication of titles is provided to satisfy user demands. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences.

SELF EVALUATION

Collection (General)
Books:

	Ohio Department of Education, Minimum Standards for Ohio Elementary Schools, 1970	North Central Association, Policies and Standards for the Approval of Elementary Schools, 1975 - 1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
II. Collection B. Periodicals EDb-401-06 (C-15) (Interpretative Section)	Level I A minimum of a total of 8 subscriptions to magazines, newspapers, or periodicals. Level II K-6 40 - 50 titles K-8 50 - 75 titles		Pg. 71 Periodicals - 50 - 175 titles The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers.	Collection Periodicals:
C. Other Media	Type of media form and quanitative recommendations are given in interpretative Section EDb-401-06, Section C. 16MM Films - Access to a centralized source which contains a collection relating to the content areas of the curriculum. Filmstrips, Discs, Audio-tape Recordings, Overhead Transparencies, Picture Sets and Prints - Access to a collection in the building with the quantity to be determined by the use, balance among grade levels and correlation with the instructional content. Maps and Globes - A minimum of one map for each geographic content area per two learning areas. Note: Audio Visual Equipment guidelines are noted in Appendix E of these standards.	7.22 The instructional learning equipment shall be sufficient in quantity and variety to support the non-print collection. 7.34 All media materials and equipment shall be maintained adequately, with provisions made to replace obsolete materials and worn out equipment on a regular basis.	Pg. 73 Filmstrips - 500 - 2000 or 1-4 items per user Slides and Transparencies 2000 - 6000 or 4-12 per user Pg. 75 Graphics - 800 - 1200 items Pg. 76 16 mm and 8 mm sound films, video-tapes, etc., Access to minimum of 3000 items Pg. 77 Super 8 mm films (silent) 500 - 1000 items or 1-2 per user Pg. 79 Audio Recording - 1500 - 2000 items or 3-4 per user Pg. 80 Games and Toys - 400 - 750 items Pg. 81 Models and Sculpture 200 - 500 items Specimens - 200 - 400 items Total Collection: At least 20,000 items located in the school or 40 items per user.	Collection Other Media:
III. Collection (Professional) Standard EDb-401-06 (H)	Provisions shall be made for a collection of pertinent professional publications easily accessible for staff use.	7.23 Provisions shall be made for a professional library containing a collection of pertinent print and multi-media materials readily accessible to the staff.	Pg. 63 Current professional materials for faculty and staff use are part of the collection.	Collection (Professional):

GUIDELINES FOR ELEMENTARY MEDIA PROGRAMS

	Ohio Department of Education, Minimum Standards for Ohio Elementary Schools, 1970	North Central Association, Policies and Standards for the Approval of Elementary Schools, 1975 - 1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
IV. Expenditures EDb-401-06 (B) (Interpretative Section)	A yearly per-pupil allocation for instructional media materials is budgeted and expended. (This figure may include the federal funds, the individual building fund, and the monetary gifts to the school.) The total of this appropriation for elementary school children is equitable proportioned with other grade levels in the school system. The following guideline is used for expenditures of library books: Enrollment — Annual Expenditure 300 or less — $3.00 per pupil 301-499 — $900 for the first 300 pupils plus $2.00 for each additional pupil Over 500 — $1500 for the first 500 pupils plus $1.50 for each additional pupil	7.33 After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines, and audio-visual materials (but not equipment) shall be as follows: Enrollment — Expenditures Fewer than 400 children — $6.00 per pupil Over 400 children — $2400 for the first 400 pupils plus $4.00 for each additional pupil	Pg. 40 To maintain an up-to-date collection of materials and equipment... the annual per student expenditure of a school district shall be at least 10% of the national per pupil operational cost.	Expenditures:
V. Facilities EDb-401-09 (K)	The building shall have physical facilities appropriate for the housing, production and effective utilization of multi-media learning materials.	7.01 The center shall be large enough to accommodate at least 40 children at one time. Schools with an enrollment in excess of 650 pupils shall have a center large enough to accommodate at least seven percent of the children. 7.02 The center shall be easily accessible to all children. 7.03 The center shall be attractive and well-lighted. 7.04 Areas for reading, listening, viewing, and individual learning shall be provided in the center. 7.05 Adequate space in the center shall be provided for the storage and use of learning equipment and print/non-print materials.	Pg. 96 Reading, browsing, listening and viewing 15 - 30% of enrollment at 40 square feet per user. pp. 95 - 103...Recommended square feet minimum for varied areas (e.g., circulation 800 square feet)	Facilities:

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GUIDELINES FOR JUNIOR HIGH–MIDDLE SCHOOLS MEDIA PROGRAMS

	Ohio Department of Education. Minimum Standards for Ohio Junior High Schools. 1968	North Central Association. Policies and Standards for the Approval of Jr. High Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
1. General Duties of the Media Specialist A. Program Goals	Appendix C. pg. 48. Establish a school library program which reflects the philosophy of the school and enriches all parts of the educational program. Appendix C. pg. 47. Develop, manage and evaluate the school library program to meet and stimulate the interests, appreciations, and curiosities of youth. Appendix C. pg. 47. Implement the library program to include new educational trends, instructional techniques, and diversified uses of resources. EDb-405-05 (H & K) and Appendix C. pg. 47. Plan and evaluate the yearly budget which should include library books, magazines, newspapers, reference materials, audio-visual materials and equipment needed to implement instructional goals. Appendix C. pg. 47. Maintain easily accessible and available materials for students and teachers to use in school and at home. Appendix C. pg. 47. Involve the school administration, library personnel, and faculty in planning and evaluation of the annual budget, staff needs, and facilities.	9.21. Define the function of the instructional materials center to reflect the philosophy of the school. 3.21. Develop a program based on knowledge of students needs, nature of the community, and processes of learning. 9.32. Maintain easy access for students and teachers throughout the school day and at other times as desirable.	Pg. 7 & 13. Formulate and define the purposes of the school media program with proposed implementation and evaluation to achieve them. Pg. 8. Identify user needs for information. Pg. 7. Identify program priorities. Pg. 14. Develop budget criteria. Pg. 14. Operate the media center with procedures that further the goals of the school. Pg. 7 & 14. Establish media center policies which are flexible and encourage and support users in problem solving, interest fulfillment, and creative expression. Pg. 8 & 9. Establish access and delivery systems which provide maximum access to collections in the school and are appropriate to user needs. Pg. 7. Plan and re-order physical facilities to provide effective learning environments.	General Duties of the Media Specialist Program Goals

GUIDELINES FOR JUNIOR HIGH–MIDDLE SCHOOLS MEDIA PROGRAMS

	Ohio Department of Education, Minimum Standards for Ohio Junior High Schools, 1968	North Central Association, Policies and Standards for the Approval of Jr. High Schools, 1975-1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
B. Collection	Appendix C, pg. 47 Systematically develop and evaluate the library collection to include a well balanced book and non-book collection. EDb-405-05 (H) Identify and purchase reference materials, newspapers, and other resources for special fields of interest for recreation and guidance materials. Appendix C, pg. 48 Use standard selection tools and guides for selection of current and appropriate materials, with the assistance from teachers. Appendix C, pg. 48 Purchase materials as needed throughout the school year. Appendix C, pg. 48 Continuously re-evaluate the collection to meet the current needs of teachers and students. Appendix C, pg. 48 Involve teachers in examination, evaluation, and recommendation for selection of materials in their subject field which are to be added to the library collection. EDb-405-05 (I) Maintain an accurate and up-to-date accession record or a shelf list of all school owned library books.	Pg. 37 Interpretive Note = 3. Maintain a balanced print and non-print collection. 9.11 Locate, gather, provide, organize, and coordinate the school's learning resources and devices. 9.11 Maintain resources which meet the varied needs and interests of the students and staff. 3.28 Provide multicultural and multi-ethnic dimensions to enable students to function effectively in a pluralistic society. 9.36 Make available to the professional staff and students a ready access to the listing of all available educational media. 9.21 Control and list all materials in the central instructional materials center. 9.33 Provide effective procedures in processing, classifying, storing, and retrieval of educational media in order to promote its effective use. 9.25 Coordinate services, inventory and acquisitions with those of supplementary centers provided by the district or the community. 9.35 Work with the professional staff of the school in selecting materials for the center.	Pg. 9 & 14 Develop and maintain a balanced, relevant collection which supports the school program. Pg. 8 Organize and index information. Pg. 8 Collect, organize and supply information on community resources. Pg. 8 Provide reference services to users. Pg. 8 Provide bibliographic service to users. Pg. 9 Provide access to information available from outside agencies, including networks. Pg. 7 Work with students and teachers in evaluation, selection, and production of materials. Pg. 14 Maintain profesisonal resources for teachers, informing them about new materials, and involving them in purchasing decisions.	Collection

GUIDELINES FOR JUNIOR HIGH–MIDDLE SCHOOLS MEDIA PROGRAMS

	Ohio Department of Education. Minimum Standards for Ohio Junior High Schools. 1968	North Central Association. Policies and Standards for the Approval of Jr. High Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
C. Other	Appendix C, pg. 49, # 6. Provide special releases to faculty on new library materials. Appendix C, pg. 50 # 1. Plan assemblies and library programs on books and libraries. Appendix C, pg. 50 # 5. Develop attractive book displays and effective bulletin boards. Appendix C, pg. 50 # 2. Contribute book reviews, discussions, and library activity articles regularly to school and local newspapers. Appendix C, pg. 49 # 14. Conduct book talks and discussion reviews in classrooms, in faculty meetings, and with youth groups, parents and community groups. Appendix C, pg. 50 # 6. Conduct radio and television discussion programs of books and library activities. Appendix C, pg. 50 # 10. Plan for recognition of school activities and book week festivals. Appendix C, pg. 48. Discard and replace outmoded materials, materials no longer useful, and materials in poor repair. Appendix C, pg. 50 # 9. Maintain circulating collections of college catalogs, vocational, and audio-visual materials. Appendix C, pg. 49 # 9. Develop and produce audio-visual materials for the faculty. Appendix C, pg. 49 # 10. Make classroom and textbook collections available. Appendix C, pg. 49 # 15. Develop cooperative programs between the school library and the services of the public library.	9.21 Evaluate program effectiveness in terms of how it facilitates the instructional program. 9.34 Evaluate materials annually in terms of recency, appropriateness, balance, adequacy, and usage. 9.23 Supervise areas for reading, listening, viewing, preparation, and individual learning by staff and students as well as storage of materials and equipment. (Minimum Standards, cont'd) Appendix C, pg. 49 # 12. Provide inter-library loan service to the faculty. Appendix C, pg. 50 # 7. Extend hours of school library service after school, evenings, and Saturdays.	Pg. 14. Perform ongoing evaluation in light of stated objectives and make program modification as needed. Pg. 9. Implement a public relations program. Pg. 14. Build a public relations program that communicates the role of the school media program and its contributions to the goals of the school. Pg. 14. Report to the district director, school administrator, teachers and students relative to the school media program. Pg. 9. Establish and maintain production services. Pg. 9. Provide for maintenance of materials, equipment, and facilities. Pg. 9. Develop educational specifications for new facilities, when needed. Pg. 9. Supervise media personnel. Pg. 8. Consult with teachers regarding student progress and problems.	Other

	Ohio Department of Education. Minimum Standards for Ohio Junior High Schools, 1968	North Central Association. Policies and Standards for the Approval of Jr. High Schools, 1975-1976	ALA-AECT. Media Programs District and School, 1975	SELF EVALUATION
2. Instructional Obligations of the Media Specialist	Appendix C, pg. 49 =1 Plan library in-service workshops for the faculty. Appendix C, pg. 49 =2 Orient new faculty to the library and its services. Appendix C, pg. 49 =3 Orient faculty to new library services. Appendix C, pg. 49 =4 Develop a library handbook for the faculty. Appendix C, pg. 48 & pg. 49 =3 Plan and design the content of the program of library instruction, and arrange implementation so that it is fully integrated with the purposes and requirements of classroom instruction. Appendix C, pg. 48 Involve the principal, department heads, and subject teachers in a program of teaching the use of the library and its resources. Appendix C, pg. 48 & 49 A continuing curriculum program of library instruction should include: 1) Orientation of new students. 2) A library handbook for student use of the library. 3) Organization of the library and guides to its content. 4) Use of reference books such as almanacs, dictionaries, gazetteers, encyclopedias, indexes, biographical and other bibliographic tools. 5) Use of index guides to current periodical materials. 6) Study and work skills involved in using materials accurately and efficiently. 7) Use of bibliographic form in developing bibliographies. 8) Development of skills in outlining and note taking. 9) Acquiring skills of critical evaluation of book and non-book materials. 10) Development of sound judgment in the use of periodicals, newspapers and their indexes.	9.11 Provide opportunity for staff and students to make effective use of materials. 9.31 Provide in-service training programs for students and staff for making effective use of the services of the instructional materials center. 9.11 Motivate and assist teachers and students in effective use of resources. (Minimum Standards, cont'd) Appendix C, pg. 49 Create a proper atmosphere for students to develop library usage skills. Appendix C, pg. 49 Maintain an on-going program of library promotion and reading guidance to instill desirable attitudes for students as they pursue self directed learning of all kinds. Appendix C, pg. 50 =4 Assist in locating and selecting materials for recreational and/or class-related activities. Appendix C, pg. 50 =4 Develop individualized reading lists. Appendix C, pg. 50 =4 Develop individual reading guidance conferences with students.	Pg. 14 Conduct orientation and in-service education in media for the school media staff and teachers. Pg. 8 Plan and provide instruction in the use of the media center and its resources. Pg. 8 Help users evaluate and select materials. Pg. 8 Provide guidance in use of resources in response to individual user needs, interests, and learning styles. Pg. 8 Promote functional knowledge of the variety of resources and approaches for obtaining information. Pg. 8 Develop user understandings of the strengths and limitations of various presentation forms. Pg. 8 Assist users in the techniques of finding, using, abstracting, translating, synthesizing and evaluating information. Pg. 8 Help students develop competencies in listening, viewing, reading and other communication skills, attitudes and appreciations. Pg. 8 Help students develop good study habits and techniques, acquire independence in learning, and gain skill in critical thinking.	Instructional Obligations of the Media Specialist

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	Ohio Department of Education. Minimum Standards for Ohio Junior High Schools. 1968	North Central Association. Policies and Standards for the Approval of Jr. High Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
3. Curricular Involvement of the Media Specialist	Appendix C. pg. 49 =5 Work with school curriculum committees. Appendix C. pg. 49 =7 Consult with faculty on evaluation of the library collection and services in special subject fields. Appendix C. pg. 49 =8 Plan for supporting resources for instructional units with subject teachers. Appendix C. pg. 47 Maintain basic library tools needed for effective teaching and learning. Appendix C. pg. 49 =11 Prepare bibliographies and reading lists. Appendix C. pg. 50 =8 Maintain reserved book collections for assignments or special interest materials. EDb 405-05 (N) Plan for adequate audio-visual instructional equipment and related audio-visual materials to support a variety of instructional uses by the staff.	3.22 & 3.24 Serve the general and special needs of students through a variety of experiences and opportunities which broaden areas of interest. 9.11 Enable each student to pursue special interests, receive special assistance, and gain a positive attitude toward all instructional materials. 3.25 Provide programs for differing learning styles, talents, and competencies of students.	Pg. 7 Serve as instructional resources consultant and materials specialist. Pg. 7 Participate in curriculum development and implementation. Pg. 13 Participate in instructional design course development and the creation of alternative modes of learning. Pg. 13 Plan media program activities and integrate them with other programs of the school. Pg. 14 Initiate and provide program activities that respond to curricular goals on a day-by-day basis. Pg. 7 Identify teaching and learning strategies. Pg. 7 Determine effectiveness or validity of instructional materials and sequence. Pg. 7 Recommend media applications to accomplish specific instructional purposes. Pg. 7 Design multi-media presentations. Pg. 14 Provide opportunity for discovery and exploration independent of or beyond the stated curriculum. Pg. 7 Develop materials for self-instructional use by learners for specified objectives. Pg. 8 Translate information from one presentation form to another through production of materials. Pg. 14 Provide expertise in production suitable at the school level.	Curricular Involvement of the Media Specialist
	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED.	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED.	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED.	

GUIDELINES FOR JUNIOR HIGH – MIDDLE SCHOOLS MEDIA PROGRAMS

Ohio Department of Education, Minimum Standards for Ohio Junior High Schools, 1968

I. Staff

A. Professional

Standard EDb-405-04 (E)

Each junior high school shall have a librarian. The librarian shall hold a baccalaureate degree and be assigned as follows:

Enrollment	Assignment	Training in Library Science
300 or less	1/2 time	8 semester hrs.
301 - 499	3/4 time	16 semester hrs.
500 and over	Full-time	Certificated or 24 semester hrs.

B. Supportive

Standard EDb-405-04 (E-1)

Qualified clerical assistance shall be provided when the enrollment exceeds 800 pupils.

EDb-405-04 (O)

A staff member shall be assigned by the principal to coordinate the use of audio-visual equipment for the school.

North Central Association, Policies and Standards for the Approval of Junior High/Middle Schools, 1975 - 1976

9.22 The instructional materials center shall be administered by personnel professionally trained in school library and audio-visual services who have a broad background in education, and who are certificated as teachers. Personnel shall meet state standards of preparation.

(Interpretive Note 1):

Enrollment	Number of Media Specialists
Fewer than 400 children	At least one half-time specialist (professional)
400 children or more	At least one full-time specialist (professional)

9.22 Adult technical assistants classed as clerks and/or para-professionals shall be provided to permit the director of the materials center to perform professional functions.

(Interpretive Note 2):

The school's daily schedule shall provide for the staffing of the center throughout the day with well-trained adult specialists, inclusive of librarians, technicians, and clerks, sufficient to provide needed services for the number of students to be accommodated.

9.21 Adequate fiscal allotments, budget management, personnel competencies, materials availability, equipment utilization, facilities design, and staff training should be capitalized on in the center's program of services.

ALA-AECT, Media Programs District and School, 1975

Pg. 33 The professional staff, consisting of the head of the school media program and other media personnel as needed, is sufficient in number and variety of competencies to insure that the media program is planned carefully and implemented fully; that resources for teaching and learning are selected wisely and are made easily accessible; and that individualized media services to students and teachers are provided in optimum measure.

Pg. 34

School Enrollment	Professional Staff		
	Head of Media Programs	Additional Media Professionals	Subtotal
250	1	0	1
500	1	0-1	1-2
1000	1	2-3	3-4
1500	1	3-5	4-6
2000	1	4-7	5-8

Pg. 35

Support Staff			Total Staff
Staff Technicians (a)	Media Aides (b)	Subtotal	
1	1	2	3
1-2	2-3	3-4	4-7
3-5	3-5	6-8	9-12
4-6	4-6	8-12	12-18
5-8	5-8	10-16	15-24

(a) The balance of media professionals with specialized competencies to technicians depends somewhat on the quality of the support staff.

(b) The number of media technicians is influenced by the services provided from the district media program and by the program emphasis within the school.

SELF EVALUATION

Staff

Professional:

Supportive:

	Ohio Department of Education, Minimum Standards for Ohio Junior High Schools, 1968	North Central Association, Policies and Standards for the Approval of Junior High/Middle Schools, 1975 - 1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
II. Collection (General) A. Books				Collection (General) Books:
EDb-405-05 (H)	The titles and volumes in the junior high school library, including dictionaries, encyclopedias, atlases, newspapers, and magazines shall reflect the instructional program of the school and meet the needs of early adolescent pupils.	9.21 The junior high or middle school shall have an instructional materials center of adequate size. It should be furnished with an adequate supply of educational media including books, films, filmstrips, recordings, tapes, slides, transparencies, pictures, maps, globes, charts, programmed instruction, pamphlets, periodicals, newspapers, realia, and other resources for learning as well as an adequate amount of appropriate equipment for utilization of materials.	Pg. 70 Base Collection in the School: 8000 - 12,000 volumes or 16-24 per user Total collection: At least 20,000 items located in the school or 40 items per user. The collection provides for subject, interest, and reference coverage, multiple reading and maturity levels in each subject area, and representation of varying points of view. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. Sufficient duplication of titles is provided to satisfy user demands. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences.	
EDb-405-05 (I)	Each school shall have in its library center the number of volumes, exclusive of dictionaries, newspapers, magazines, and reference books, specified in the following table: Enrollment of School – Number of Volumes 499 or less – 5000 500 - 999 – 5000 for the first 500 pupils plus 4 volumes for each additional pupil 1000 - 1999 – 7000 for the first 1000 pupils plus 2 volumes for each additional pupil 2000 or more – 10,000 for the first 2000 pupils plus 2 volumes for each additional pupil	(Interpretive Note 2): There is a minimum of 1200 books, exclusive of textbooks, or at least five books per pupil enrolled, whichever is larger, until the school's enrollment reaches 500. At least three additional books shall be provided for each pupil above 500 enrolled.		

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II. Collection B. Periodicals EDb-405-05 (G)	Appropriate and adequate supplementary materials, including current magazines, pamphlets, newspapers, and other multi-level instructional materials to pupils in each subject area.	9.21 (See above)	Pg. 71 Periodicals: 50 - 175 titles The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers.	Collection Periodicals:
C. Other Media EDb-405-05 (F)	Each school shall have adequate audio-visual instructional equipment and related audio-visual materials so that a wide variety of instructional uses can be continuously and effectively made at all appropriate times by the staff.		Pg. 73 Filmstrips: 500 - 2000 or 1-4 items per user Slides and Transparencies: 2000 - 60,000 or 4-12 items per user Pg. 75 Graphics: 800 - 1200 items	Collection Other Media:
EDb-405-05 (N)	There shall be evidence that all instructional materials and equipment are in a state of good repair and that provisions are made to replace outdated instructional materials and worn-out equipment. Note: Audio-visual equipment quidelines are noted in Appendix E of these standards.		Pg. 76 16mm and 8mm Sound Films, Video-Tapes, etc. Pg. 77 Super 8mm Films (Silent): 500 - 1000 items per user. Pg. 79 Audio Recordings: 1500 - 2000 items or 3-4 per user Pg. 80 Games and Toys: 400 - 750 items Pg. 81 Models and Sculpture: 200 - 500 items Specimens: 200 - 4000 items	

GUIDELINES FOR JUNIOR HIGH – MIDDLE SCHOOLS MEDIA PROGRAMS

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III. Collection (Professional)				Collection (Professional):
EDb-405-05 (M)	Each school district shall establish and maintain in a convenient location a library of books, magazines and other materials essential to professional growth of its teachers.	9.21 Interpretive Note 3 - To keep the staff abreast of current curricular trends and research findings, the school system shall make available a professional library of books and periodicals.	Pg. 63 Current professional materials for faculty and staff use are part of the collection.	
IV. Expenditures				
EDb-405-05 (J)	The annual expenditure for library books as specified shall be in accordance with the following table: Enrollment / Expenditure for Books 499 or less: $450 for the first 200 pupils plus $2.00 for each additional pupil 500 - 999: $1,050 for the first 500 pupils plus $1.50 for each additional pupil 1,000 or more: $1,800 for the first 1,000 pupils plus $1.00 for each additional pupil	9.21 Interpretive Note 3 - After a media program has acquired a minimum balanced print and non-print collection, the annual expenditure for books, magazines, and audio-visual materials (exclusive of textbooks) shall be as follows: Enrollment / Expenditures Fewer than 500: $6.00 per pupil 500 - 999: $3000 for the first 500 pupils plus $4.00 per pupil above that 1000 - 1999: $5000 for the first 1000 pupils plus $3.50 per pupil above that Over 2000: $8500 for the first 2000 pupils plus $2.50 per pupil above that	Pg. 40 To maintain an up-to-date collection of materials and equipment...the annual per student expenditure of a school district shall be at least 10% of the national per pupil operational cost.	Expenditures:
EDb-405-05 (K)	The annual expenditure of each junior high school shall provide such additional funds as are required to supply current magazines, newspapers and reference materials in addition to the annual expenditure for library books as specified in (J) above.			
EDb-405-05 (F-1)	Funds shall be appropriated and expended for audio-visual materials and equipment to implement the instructional program.	Interpretive Note 4 - In addition to funds for new acquisitions, the annual instructional materials budget should include for purchase, rental and maintenance of other types of educational media, a sum equal to 1% of each year's per pupil instructional allotment.		

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V. Facilities EDb-405-08 (F)	There shall be a library center large enough to house the book collection as required in Standard EDb-405-05 (I) and provide a reading room area with student stations to accommodate the following enrollments: Up to 1,000 students, 8% of the enrollment but not fewer than 30 student stations. From 1,000 to 1,999, 7% of the enrollment but not fewer than 30 student stations. Over 2,000, 5% of the enrollment but not fewer than 140 student stations. (1) Standard shelving shall be provided to accommodate the book collection. (2) Special shelving shall be provided for reference books, picture books and current issues of periodicals. (3) Office and workroom with running water shall be provided for the librarian. (4) Provisions shall be made for appropriate storage of back issues of periodicals in or adjacent to the library. (5) Provisions shall be made for: (a) a chargeout desk (b) display spaces	9.21 (Interpretive Note 1): Adequacy of size in terms of student reading stations is interpreted as follows: In schools enrolling up to 1000 pupils, 8% but not less than 40 stations. In schools enrolling from 1000 to 1999 pupils, 7% but not less than 80 stations. In schools enrolling 2000 or more pupils, 5% but not less than 140 stations. In addition, there shall be sufficient work space for the technical processing and repair of materials, for conducting business routines, and for storing supplies and equipment. 9.23 The instructional materials center should provide areas for reading, listening, viewing, preparation, and individual learning for staff and students as well as storage for materials and equipment. (Interpretive Note): Even though facilities may not allow consolidation of all areas above in one location, their availability should be supervised from the central instructional materials center of the school. 9.24 The instructional materials center should be located as part of the school so as to be readily accessible to both students and staff.	Pg. 96 Reading, browsing, listening and viewing 15-30% of enrollment at 40 square feet per user. Pp. 87-104 Recommended square feet minimum for varied areas (e.g., circulation - 800 square feet)	Facilities:
EDb-405-08 (G)	Each junior high school shall provide adequate facilities for the storage of instructional materials and equipment.			

GUIDELINES FOR HIGH SCHOOL MEDIA PROGRAMS

	Ohio Department of Education. Minimum Standards for Ohio High Schools. 1968	North Central Association. Policies and Standards for the Approval of Secondary Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
1. General Duties of the Media Specialist A. Program Goals	Appendix D. pg. 67. Establish a school library program which reflects the philosophy of the school and enriches all parts of the educational program. Appendix D. pg. 66. Develop, manage, and evaluate the school library program to meet and stimulate the interests, appreciations, and curiosities of youth. Appendix D. pg. 66. Implement the library program to include new educational trends, instructional techniques, and diversified uses of resources. EDb-405-05 (H & K) and Appendix D. pg. 66. Plan and evaluate the yearly budget which should include library books, magazines, newspapers, reference materials, audio-visual materials and equipment needed to implement instructional goals. Appendix D. pg. 66. Maintain easily accessible and available materials for students and teachers to use in school and at home. Appendix D. pg. 66. Involve the school administration, library personnel, and faculty in planning and evaluation of the annual budget, staff needs, and facilities.	8.0. Organize an instructional media program. 8.0. Develop a media program to support instruction. 8.0, 8.1 & 8.2. Make easily accessible in any location a wide range of media to teachers and students. 8.0. Receive, store, retrieve, and display information in all forms in a center and at other locations.	Pg. 7 & 13. Formulate and define the purposes of the school media program with proposed implementation and evaluation to achieve them. Pg. 8. Identify user needs for information. Pg. 7. Identify program priorities. Pg. 14. Develop budget criteria. Pg. 14. Operate the media center with procedures that further the goals of the school. Pg. 7 & 14. Establish media center policies which are flexible and encourage and support users in problem solving, interest fulfillment, and creative expression. Pg. 8 & 9. Establish access and delivery systems which provide maximum access to collections in the school and are appropriate to user needs. Pg. 7. Plan and re-order physical facilities to provide effective learning environments.	General Duties of the Media Specialist Program Goals

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B. Collection	Appendix D. pg. 66. Systematically develop and evaluate the library collection to include a well balanced book and non-book collection. EDb-403-05 (D, F, & L). Identify and purchase reference materials, newspapers, and other resources for special fields of interest for recreation and guidance materials. Appendix D. pg. 67. Use standard selection tools and guides for selection of current and appropriate materials, with the assistance from teacher. Appendix D. pg. 67. Purchase materials as needed throughout the school year. EDb 403-05 (I). Classify and catalogue the book collection according to a nationally recognized system. Appendix D. pg. 67. Continuously re-evaluate the collection to meet the current needs of teachers and students. Appendix D. pg. 66. Involve teachers in examination, evaluation, and recommendation for selection of materials in their subject field which are to be added to the library collection.	8.4 Develop a balanced print and non-print collection. 8.1 Select materials appropriate for instructional needs. 8.8 Maintain an alphabetically arranged card catalogue, using a recognized system, and a shelf list. 8.8 Maintain up-to-date records of acquisition, classification, cataloguing, circulation, and financial transactions. Pg. 33 Process criteria. Develop and maintain a modern information retrieval system. 8.5 Perform essential services to faculty and students. 8.3 Develop a plan for the evaluation and selection of materials. 8.3 Involve the judgments of the teaching staff and use standard lists for materials evaluation and selection. 8.6 Develop a statement of policy with the assistance of the professional staff, and with board approval, for the selection of reference materials, instructional materials for the media center, and textbooks. 8.4 Develop a professional library of books and periodicals to include current curricular trends and research findings.	Pg. 9 & 14. Develop and maintain a balanced, relevant collection which supports the school program. Pg. 8. Organize and index information. Pg. 8. Collect, organize and supply information on community resources. Pg. 8. Provide reference services to users. Pg. 8. Provide bibliographic service to users. Pg. 9. Provide access to information available from outside agencies, including networks. Pg. 7. Work with students and teachers in evaluation, selection, and production of materials. Pg. 14. Maintain professional resources for teachers, informing them about new materials, and involving them in purchasing decisions.	Collection

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C. Other	Appendix D. pg. 68. =6. Provide special releases to faculty on new library materials. Appendix D. pg. 69. =1. Plan assemblies and library programs on books and libraries. Appendix D. pg. 69. =5. Develop attractive book displays and effective bulletin boards. Appendix D. pg. 69. =2. Contribute book reviews, discussions, and library activity articles regularly to school and local newspapers. Appendix D. pg. 68. =14, and pg. 69 =3. Conduct book talks and discussion reviews in classrooms, in faculty meetings, and with youth groups, parents and community groups. Appendix D. pg. 69. =6. Conduct radio and television discussion programs of books and library activities. Appendix D. pg. 69. =10. Plan for recognition of school activities and book week festivals. Appendix D. pg. 67. Discard and replace outmoded materials, materials no longer useful, and materials in poor repair. Appendix D. pg. 69. =9. Maintain circulating collections of college catalogs, vocational, and audio-visual materials. Appendix D. pg. 68. =9. Develop and produce audio-visual materials for the faculty. Appendix D. pg. 68. =10. Make classroom and textbook collections available. Appendix D. pg. 68. =15. Develop cooperative programs between the school library and the services of the public library.	8.0 Establish and maintain equipment and personnel for media production by students and faculty. (Minimum Standards, cont'd) Appendix D. pg. 68. =12. Provide inter-library loan service to the faculty. Appendix D. pg. 69. =7. Extend hours of school library service after school, evenings, and Saturdays.	Pg. 14. Perform ongoing evaluation in light of stated objectives and make program modification as needed. Pg. 9. Implement a public relations program. Pg. 14. Build a public relations program that communicates the role of the school media program and its contributions to the goals of the school. Pg. 14. Report to the district director, school administrator, teachers and students relative to the school media program. Pg. 9. Establish and maintain production services. Pg. 9. Provide for maintenance of materials, equipment, and facilities. Pg. 9. Develop educational specifications for new facilities, when needed. Pg. 9. Supervise media personnel. Pg. 8. Consult with teachers regarding student progress and problems.	Other

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2. Instructional Obligations of the Media Specialist	Appendix D. pg. 68 =1 Plan library in-service workshops for the faculty. Appendix D. pg. 68 =2 Orient new faculty to the library and its services. Appendix D. pg. 68 =3 Orient faculty to new library services. Appendix D. pg. 68. =4 Develop a library handbook for the faculty. Appendix D. pg. 67 & pg. 68 =3 Plan and design the content of the program of library instruction, and arrange implementation so that it is fully integrated with the purposes and requirements of classroom instruction. Appendix D. pg. 67 Involve the principal, department heads, and subject teachers in a program of teaching the use of the library and its resources. Appendix D. pg. 67 & 68 A continuing curriculum program of library instruction should include: 1) Orientation of new students. 2) A library handbook for student use of the library. 3) Organization of the library and guides to its content. 4) Use of reference books such as almanacs, dictionaries, gazetteers, encyclopedias, indexes, biographical and other bibliographic tools. 5) Use of index guides to current periodical materials. 6) Study and work skills involved in using materials accurately and efficiently. 7) Use of bibliographic form in developing bibliographies. 8) Development of skills in outlining and note taking. 9) Acquiring skills of critical evaluation of book and non-book materials. 10) Development of sound judgment in the use of periodicals, newspapers and their indexes.	8.3 Provide instruction to students in the use of the media center. 8.3 Assist teachers in locating and utilizing resources. 8.3 Assist in the production of graphics and other materials. (Minimum Standards, cont'd) Appendix D. pg. 68 Create a proper atmosphere for students to develop library usage skills. Appendix D. pg. 68 Maintain an ongoing program of library promotion and reading guidance to instill desirable attitudes for students as they pursue self directed learning of all kinds. Appendix D. pg. 69 =4 Assist in locating and selecting materials for recreational and / or class-related activities. Appendix D. pg. 69 =4 Develop individualized reading lists. Appendix D. pg. 69 =4 Develop individual reading guidance conferences with students.	Pg. 14 Conduct orientation and in-service education in media for the school media staff and teachers. Pg. 8 Plan and provide instruction in the use of the media center and its resources. Pg. 8 Help users evaluate and select materials. Pg. 8 Provide guidance in use of resources in response to individual user needs, interests, and learning styles. Pg. 8 Promote functional knowledge of the variety of resources and approaches for obtaining information. Pg. 8 Develop user understandings of the strengths and limitations of various presentation forms. Pg. 8 Assist users in the techniques of finding, using, abstracting, translating, synthesizing and evaluating information. Pg. 8 Help students develop competencies in listening, viewing, reading and other communication skills, attitudes and appreciations. Pg. 8 Help students develop good study habits and techniques, acquire independence in learning and gain skill in critical thinking.	Instructional Obligations of the Media Specialist

	Ohio Department of Education. Minimum Standards for Ohio High Schools. 1968	North Central Association. Policies and Standards for the Approval of Secondary Schools. 1975-1976	ALA-AECT. Media Programs District and School. 1975	SELF EVALUATION
3. Curricular Involvement of the Media Specialist	Appendix D. pg. 68 =5 Work with school curriculum committees. Appendix D. pg. 68 =7 Consult with faculty on evaluation of the library collection and services in special subject fields. Appendix D. pg. 68 =8 Plan for supporting resources for instructional units with subject teachers. Appendix D. pg. 66 Maintain basic library tools needed for effective teaching and learning. Appendix D. pg. 68 =11 Prepare bibliographies and reading lists. Appendix D. pg. 69 =8 Maintain reserved book collections for assignments or special interest materials. EDb 403-05 (J) Plan for adequate audio-visual instructional equipment and related audio-visual materials to support a variety of instructional uses by the staff.	Pg. 33 Process criteria. Establish and serve on a faculty advisory committee to extend the services and utilization of the library and to evaluate its effectiveness. 8.7 Plan for adequate and appropriate types of teaching and learning materials and equipment for all areas of the school program in amounts and types needed to accomplish the instructional objectives. Pg. 33 Process criteria. Plan for appropriate use of electronic learning devices.	Pg. 7 Serve as instructional resources consultant and materials specialist. Pg. 7 Participate in curriculum development and implementation. Pg. 13 Participate in instructional design course development and the creation of alternative modes of learning. Pg. 13 Plan media program activities and integrate them with other programs of the school. Pg. 14 Initiate and provide program activities that respond to curricular goals on a day-by-day basis. Pg. 7 Identify teaching and learning strategies. Pg. 7 Determine effectiveness or validity of instructional materials and sequence. Pg. 7 Recommend media applications to accomplish specific instructional purposes. Pg. 7 Design multi-media presentations. Pg. 14 Provide opportunity for discovery and exploration independent of or beyond the stated curriculum. Pg. 7 Develop materials for self-instructional use by learners for specified objectives. Pg. 8 Translate information from one presentation form to another through production of materials. Pg. 14 Provide expertise in production suitable at the school level.	Curricular Involvement of the Media Specialist
	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED.	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED.	TO SUPPORT THE MEDIA PROGRAM DESCRIBED ABOVE, THE FOLLOWING MINIMUM STANDARDS ARE REQUIRED.	

Ohio Department of Education, Minimum Standards for Ohio High Schools, 1968

I. Staff

A. Professional

Standard EDb-403-04 (J)

Each school shall have a librarian who shall hold a Baccalaureate Degree, meet the following training requirements and be assigned as follows:

Enrollment	Assignment	Training in Library Science
300 or less	1/2 time	12 Sem. hours
301 - 499	Full-time	16 Sem. hours
500 and over	Full-time	24 Sem. hours or certificated Librarian

B. Supportive

Standard EDb-403-04 (O)

A staff member shall be assigned the responsibility of coordinating the use of audio-visual materials and equipment for the school.

North Central Association, Policies and Standards for the Approval of Secondary Schools, 1975 - 1976

8.3 The equivalent of the following number of professional media persons (qualified as librarians or audio-visual specialists) are required according to the enrollment categories shown:

Enrollment	Qualified Specialists Required
Fewer than 300	At least one half-time specialist
300-1499	At least one full-time specialist
Over 1500	At least two full-time specialists

Note:

In meeting the above standard, a school shall employ at least one qualified librarian on a half-time basis.

8.5 In order to permit media specialists to perform essential services to faculty and students, sufficient technical and clerical help shall be provided.

ALA-AECT, Media Programs District and School, 1975

Pg. 33 The professional staff, consisting of the head of the school media program and other media personnel as needed, is sufficient in number and variety of competencies to insure that the media program is planned carefully and implemented fully; that resources for teaching and learning are selected wisely and are made easily accessible; and that individualized media services to students and teachers are provided in optimum measure.

School Enrollment	Professional Staff		
	Head of Media Program	Additional Media Professionals	Subtotal
250	1	0	1
500	1	0-1	1-2
1000	1	2-3	3-4
1500	1	3-5	4-6
2000	1	4-7	5-8

Support Staff			Total Staff
Staff Technicians (a)	Media Aides (b)	Subtotal	
1	1	2	3
1-2	2-3	3-4	4-7
3-5	3-5	6-8	9-12
4-6	4-6	8-12	12-18
5-8	5-8	10-16	15-24

(a) The balance of media professionals with specialized competencies to technicians depends somewhat on the quality of the support staff.

(b) The number of media technicians is influenced by the services provided from the district media program and by the program emphasis within the school.

SELF EVALUATION

Staff

Professional:

Supportive:

	Ohio Department of Education, Minimum Standards for Ohio High Schools, 1968	North Central Association, Policies and Standards for the Approval of Secondary Schools, 1975-1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
II. Collection (General)				Collection (General):
EDb-403-05 (C)	The library of each school shall have an up-to-date, growing collection to meet the needs and interests of the faculty and students.	8.1 Adequacy of Collection. A minimum collection of 2,500 books, exclusive of high school textbooks and appropriate for instruction needs, shall be provided. Minimum collection requirements as enrollments increase are:	Pg. 70 Base Collection in the school: 8,000 - 12,000 volumes, or 16-24 per user. Total Collection: At least 20,000 items located in the school, or 40 items per user. The collection provides for subject, interest, and reference coverage, multiple reading and maturity levels in each subject area, and representation of varying points of view. Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format. Sufficient duplication of titles is provided to satisfy user demands. Paperback books are purchased to satisfy heavy demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences.	
EDb-403-05 (D)	Each school shall have in its library center the number of volumes, exclusive of dictionaries, newspapers and magazines, specified in the following table:			

Enrollment	Number of Volumes
499 or less	5,000
500 - 999	5,000 for the first 500 pupils plus 4 volumes for each additional pupil
1,000 - 1,999	7,000 for the first 1,000 pupils plus 3 volumes for each additional pupil
2,000 or more	10,000 for the first 2,000 pupils plus 2 volumes for each additional pupil

Enrollment	Volumes Required
Fewer than 200	2,500
200 - 499	2,500 plus 8 books for each student over 200
500 - 999	4,900 plus 6 books for each student over 500
1000 - 1999	7,900 plus 4 books for each student over 1000
Over 2000	11,900 plus 2 books for each student over 2000

8.6 Selection Policy. The professional staff shall develop a statement of policy, with board approval, for the selection of reference materials, instructional materials for the library and textbooks.

EDb-403-05 (F) Each school shall have up-to-date encyclopedias, dictionaries of words, people and places; atlases, almanacs, indexes and books of statistics.

GUIDELINES FOR HIGH SCHOOL MEDIA PROGRAMS

	Ohio Department of Education, Minimum Standards for Ohio High Schools, 1968	North Central Association, Policies and Standards for the Approval of Secondary Schools, 1975 - 1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
II. Collection B. Periodicals EDb-403-05 (G)	Each school shall have current magazines, newspapers and other periodicals sufficient to meet the need for news, opinions and comments, for special fields of interest and for recreation. Each school regardless of enrollment shall have a minimum of 25 titles, 15 of which appear in a recognized readers' guide.		Pg. 71 Periodicals: 50 - 175 titles The collection supports the curriculum, caters to the interests of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers.	Collection Periodicals:
C. Other Media EDb-403-05 (J)	Each school shall have adequate audio-visual instructional equipment and related audio-visual instructional equipment so that a wide variety of instructional uses can be continuously and effectively made at all appropriate times by the staff. Note: Audio-visual equipment guidelines are noted in Appendix E of these standards.	In addition to the print materials collections described above, the faculty and students should have maximum access to filmstrips, 8mm films, tape and disc recordings and slides within the building, as well as 16mm films, video tapes and other more expensive items which may or may not be stored in the building. If a school maintains an innovative program such as team teaching, modular scheduling, dial access, television, or individualized instruction, more materials and personnel will be required.	Pg. 73 Filmstrips: 500 - 2000 or 1-4 per user. Slides and Transparencies: 2000 - 6000 or 4-12 per user. Pg. 75 Graphics: 800 - 1200 items Pg. 76 16mm and 8mm sound films, video-tapes, etc. Access to minimum of 3000 items. Pg. 77 Super 8mm films (silent): 500 - 1000 items or 1-2 per user. Pg. 79 Audio Recordings: 1500 - 2000 items or 3-4 per user. Pg. 80 Games and Toys: 500 - 750 items Pg. 81 Models and Sculpture: 200 - 500 items Specimen: 200 - 400 items.	Collection Other Media:
III. Collection (Professional)		To keep the staff abreast of current curricular trends and research findings, the school system shall make available a professional library of books and periodicals.	Pg. 63 Current professional materials for faculty and staff use are part of the collection.	Collection (Professional):

GUIDELINES FOR HIGH SCHOOL MEDIA PROGRAMS

	Ohio Department of Education, Minimum Standards for Ohio High Schools, 1968	North Central Association, Policies and Standards for the Approval of Secondary Schools, 1975 - 1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
IV. Expenditures EDb-403-05 (E)	The annual expenditure for library books as specified in (D) shall be in accordance with the following table: Enrollment — Expenditure for Books 499 or less — $450 for the first 200 pupils plus $2.00 for each additional pupil 500 - 999 — $1,050 for the first 500 pupils plus $1.50 for each additional pupil 1000 or more — $1,800 for the first 1,000 pupils plus $1.00 for each additional pupil	8.4 Media Program Expenditures. After a media program has acquired a minimum balanced print and non-print collection, the annual expenditure for books, magazines and audio-visual materials (exclusive of textbooks) shall be as follows: Enrollment — Expenditures* Fewer than 500 — $6.00 per pupil 500 - 999 — $3,000 for the first 500 pupils plus $4.00 per pupil above that 1000 - 1999 — $5,000 for the first 1000 pupils plus $3.50 per pupil above that Over 2000 — $8,500 for the first 2000 pupils plus $2.50 per pupil above that *The contributions of federally funded programs may be counted in meeting this standard.	Pg. 40 To maintain an up-to-date collection of materials and equipment...the annual per student expenditure of a school district shall be at least 10% of the national per pupil operational cost.	Expenditures:
EDb-403-05 (H)	The annual expenditure of each school shall provide such additional funds as are required to supply the current magazines, newspapers, and reference materials in addition to the annual expenditure for library books as specified in (E).			
EDb-403-08 (I)	Funds shall be appropriated and expended for audio-visual materials and equipment to implement the instructional program.			

	Ohio Department of Education, Minimum Standards for Ohio High Schools, 1968	North Central Association, Policies and Standards for the Approval of Secondary Schools, 1975 - 1976	ALA-AECT, Media Programs District and School, 1975	SELF EVALUATION
V. Facilities EDb-403.08 (I)	The library center shall contain a reading room area which will adequately accommodate the following enrollments: Up to 1,000 students, 8% of the enrollment, but not fewer than 30 student stations. From 1,000 to 1,999, 7% of the enrollment, but not fewer than 80 student stations. Over 2,000, 5% of the enrollment, but not fewer than 140 student stations. (1) A combination library-study hall shall meet the requirement of (I) exclusive of the area used for study hall purposes. (2) Standard shelving shall be provided to accommodate the book collection. (3) Special shelving shall be provided for reference books and current issues of periodicals. (4) An enclosed conference area shall be provided in the library center. (5) An office and workroom with running water shall be provided for the librarian. (6) Provisions shall be made for storage of back issues of periodicals. (7) Provisions shall be made for: (a) A chargeout desk (b) Reading, listening and viewing (c) Adequate display space	8.2 Instructional Materials Center and Equipment. The center shall be attractive, easily accessible, well lighted, appropriately equipped, and shall accommodate the following proportions of the enrollment at reading stations: In schools enrolling up to 1000 pupils, 8% but not less than 40 pupils. In schools enrolling from 1000 to 1999 pupils, 7% but not less than 80 pupils. In schools enrolling 2000 or more pupils, 5% but not less than 140 pupils. The center shall not be used as a study hall requiring supervision by the professional staff and reducing reading stations to fewer seats than required above. Sufficient workroom and storage space shall be provided.	Pg. 96 Reading, browsing, listening and viewing 15-30% of enrollment at 40 square feet per user. pp. 87-104 Recommended square feet minimum for varied areas (e.g., circulation - 800 sq. ft.)	Facilities:
EDb-403.08 (J)	Each school shall provide an instructional materials center with the following facilities: (1) Review and conference space (2) Adequate storage and maintenance space for equipment and materials (3) Production facilities for locally produced materials.			

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